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ABSTRACT

A shortage of vocational agriculture teachers exists in the United States. A committee discerned five reasons for the shortage, and then conducted an extensive study of recruiting practices for vocational agriculture teachers. The committee sought to answer these questions: What practices have been effective in recruiting new agriculture/agribusiness teachers in the past? What practices may be employed to improve the effectiveness of recruitment efforts? The committee conducted the study through the following four processes: (1) reviewing related teacher recruitment studies and articles; (2) surveying Head Teacher Educators and State Supervisors to determine current recruitment practices; (3) identifying and surveying teachers who are recognized for their recruitment ability to determine their more successful practices; and (4) developing recruitment models based upon committee's findings. From these procedures, the committee made 13 conclusions in regard to the recruitment of people into the field of agricultural education. Two model plans, a general approach and a specific approach to recruitment, were developed for recruitment efforts targeted at students in secondary institutions, while a third model plan, a general approach to recruitment, was developed for postsecondary students. (The three plans are included in the document, along with a synopsis of the literature reviewed.) (KC)

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RECRUITMENT FOR AGRICULTURAL EDUCATION

Report of an A.A.T.E.A. Committee

THE DEPARTMENT OF AGRICULTURAL AND EXTENSION EDUCATION

UNIVERSITY OF FLORIDA

GAINESVILLE, FLORIDA

1980

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RECRUITMENT FOR AGRICULTURAL EDUCATION

By

A.A.T.E.A Undergraduate Recruitment
Ad Hoc Committee:

Dr. Douglas A. Pals, University of Idaho
Dr. James A. Knight, The Ohio State University
Dr. Raymond H. Horton, Pennsylvania State University
Dr. Ivar Holmberg, University of Maryland Eastern Shore
Dr. Wm. S. Farrington, Chairman, University of Florida

Department of Agricultural and Extension Education
Institute of Food and Agricultural Sciences
University of Florida
Gainesville, Florida
1980

ACKNOWLEDGEMENTS

It has been a pleasure to serve on a committee with individuals such as these professionals who dedicated so much of themselves to the solution of the task presented.

The committee members, Dr. Douglas Pals, University of Idaho; Dr. James A. Knight, The Ohio State University; Dr. Raymond H. Morton, Pennsylvania State University; Dr. Ivar Holmberg, University of Maryland Eastern Shore, and their respective departments should be recognized, for they provided the work to make this study possible.

Dr. J. David McCracken and Dr. John Crunkilton should be recognized for having the foresight to identify this as a problem area to be studied. Dr. Kirby Barrick, The Ohio State University and Dr. Richard Foster of the University of Idaho must be acknowledged, as their work was important to the development of this report.

And thanks to the graduate students, James McCoy, Pennsylvania State University, and Bill Birch, University of Florida, who did so much to assist in the development of this report.

Wm. s. Farrington

Wm. s. Farrington
University of Florida
Committee Chairman

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PREFACE

Dr. J. David McCracken, 1979 President of the AATEA, formed this ad hoc committee to study the problems of recruiting people to become teachers of agriculture/agribusiness. The ad hoc committee assigned to this study was composed of: Dr. Douglas A. Pals, University of Idaho; Dr. James A. Knight, The Ohio State University, Dr. Raymond H. Morton, Pennsylvania State University and Dr. William S. Farrington, Committee Chairman, University of Florida. Dr. John Crunkilton, 1980 President of the AATEA, reappointed this committee to develop recruitment models based upon their findings. At this time Dr. Ivar Holmberg of the University of Maryland Eastern Shore, was also appointed to the committee.

The committee reviewed recruitment-related research and surveyed the the current status of recruitment efforts around the United States. This report represents the best efforts of the ad hoc committee to secure and report information pertinent to the recruitment of future agriculture/agribusiness teachers.

There were times during the process that the committee members would have preferred to employ survey techniques different from those imposed upon them by time and budget constraints. However, the data is quite often vivid enough to provide a basis for certain recommendations. These recommendations are presented to you in this report.

INTRODUCTION

More than ten years ago, a series of national studies was launched by Dr. Ralph Woodin at The Ohio State University to annually determine the supply and demand of vocational agriculture teachers. These studies have revealed a shortage of vocational agriculture teachers every year since the 1965 school year (Woodin, 1967; Woodin, 1968; Woodin, 1969; Woodin, 1970; Woodin, 1971; Woodin, 1973; Woodin, 1974; Craig, 1975; Craig, 1976; Craig, 1978; Craig, 1979). As of September 1, 1978, there were 189 vocational agriculture teachers needed throughout the country but not available, and the number of teachers on emergency teaching certificates totaled 511 (Craig, 1979). By looking at these data, one begins to realize the scope of the shortage.

Upon reviewing the research, it would appear that the shortages have intensified over the past few years. Since 1971 the number of teachers needed but not available has risen from 120 to 189. An increase of 2,406 positions in vocational agriculture nationally has also been noted during this time span. In addition, there has been a lack of growth in the number of graduates from teacher education institutions. Each of these ramifications has basically been in operation over the past nine years and has contributed to the intensification of the shortage (Woodin, 1971; Woodin, 1973; Woodin, 1974; Craig, 1975; Craig, 1976; Craig, 1978; Craig, 1979).

Concern appears to be spreading as to the cause of the shortage of vocational agriculture teachers. In general, five areas appear to be contributing to the shortage.

1. Vocational agriculture programs are expanding to include several instuctional areas and are increasing in number. Since 1970 vocational

agriculture has grown from 10,520 teaching positions to 12,84[illegible] positions nationally.

2. More multiple teacher departments are being created. Nationally, 51 percent of all programs are now multiple teacher departments (Craig, 1979).
3. Student enrollments are increasing. The number of students enrolled in vocational agriculture nationally rose from 529,515 in 1971 to 659,316 in 1974.
4. Many students (approximately 43 percent) who are prepared as teachers of vocational agriculture never enter the profession. Of the 1791 teachers qualified nationally in 1978, 1015 or 56.7 percent chose to teach vocational agriculture (Craig, 1979).
5. Once teachers actually enter the agricultural teaching profession, a significant percentage leave. The percentage of annual turnover is generally nine to twelve percent. Many leave the agricultural teaching profession each year for other career opportunities.

Each of the five previously stated general areas have probably contributed to the shortage of vocational agriculture teachers in the United States. However, a growing concern at this time seems to be the recruitment question.

These were the questions put to this committee: What practices have been effective in recruiting new agriculture/agribusiness teachers in the past? And what practices may be employed to improve the effectiveness of recruitment efforts?

The committee proceeded to secure answers to these questions by: 1) Reviewing related teacher recruitment studies and articles, 2) Surveying Head Teacher Educators and State Supervisors to determine current

recruitment practices, 3) identifying and surveying teachers that are recognized for their recruitment ability to determine their more successful practices, and 4) Developing recruitment models based upon the committee's findings.

REVIEW OF LITERATURE

Recruitment Studies prior to 1979

A national recruitment program in agricultural education is needed today to increase the number of qualified vocational agriculture instructors in the United States (Green and Terry, 1976).

Recent research has shown that there are areas which should be addressed when designing any national recruitment program (Boucher, 1975; Reynolds and Hemp, 1976; Luft and Bender, 1975; Stockton, 1977; Fletcher, 1974).

Several studies revelaed that the vocational agriculture instructor was the major influence on career choices made by secondary level students (Green and Terry, 1976; Luft and Bender, 1975). Therefore, a college or university recruitment program must focus on the utilization of local vocational agriculture instructors to identify potential student teachers and also to offer guidance for agricultural education careers.

Other factors that influenced student choices were: the respected image of vocational agriculture instructors, variety of the work, job security, personal satisfaction of working with youth, and varied working hours (Reynolds and Hemp, 1976).

Students who were enrolled in vocational agriculture programs used the vocational agriculture instructor as their primary guidance person (Luft and Bender, 1975), while those students who were not enrolled in vocational agriculture used other people as guidance persons. Other persons were

ranked as to their influence in career choice by the secondary student as follows (Reynolds and Hemp, 1976): parents, teacher educators, guidance counselors and post-secondary recruiters. These other influential groups of people must, therefore, be included in any program to recruit agricultural education undergraduates.

Miller (1979) found that 64.1 percent of all students make final career choices after graduation from high school. Therefore, the focus of recruitment efforts should shift from the vocational agriculture instructor to the teacher educator when recruitment efforts are aimed at the post-secondary or higher education student.

Personal interest by teacher educators was very effective when it was used in contacting perspective students (Boucher, 1975). These contacts could be made on two levels: visits to high schools to talk with interested junior and senior level students, and campus visits by students and their parents (Eaddy, 1974).

Another tool which is available and should not be overlooked is the post-secondary student organization , such as Alpha Tau Alpha and the Collegiate FFA. These student organizations have been effective in reaching prospective students who were interested in agricultural education careers (Boucher, 1974). Through the use of the career days, parents' visits, and visits by these organizations at the local level, awareness of agricultural education careers was increased (Eaddy, 1974). Increasing awareness appears to be very important since the major influence in <u>not</u> choosing agricultural education for a career was identified in one study (Reynolds and Hemp, 1976)as limited knowledge of career opportunities in agricultural education

Direct mailing on a personal level was effective in increasing student

awareness of agricultural education career choices (Luft and Bender, 1975. Personal level correspondence included all correspondence sent to a student that appeared to be an original, typed letter signed by the teacher educator. Personal correspondence that included information on job opportunities was perceived by agricultural education majors as a more effective influence on their career choice than their high school agriculture teacher, college teacher, or college advisor (Reynolds and Hemp, 1976).

Direct mailing is the most effective when these guidelines are followed (Druesne and Zavada, 1977):

1. Materials sent first class produce a higher response rate.
2. Openness, honesty and simplicity work best in reaching students.
3. Use color and design where possible to attract attention.
4. Emphasis on geography or recreation is not effective.
5. Invitations to special on-campus events are effective.
6. Students like to receive mail addressed directly (personalized) to them.
7. Student response is higher if they have asked to receive information.

The resources of the vocational agriculture instructor, parents, teacher educator, post-secondary student organizations, mass media and direct mailing are important in the design of a national recruitment program.

Therefore, after careful review of all available literature the following recommendations are presented:

1. The major focus of all recruitment programs for agricultural education should be the vocational agriculture instructor and his or her students.

2. A national recruitment program should be designed to reach different persons of influence: parents, teachers, secondary school counselors, and post-secondary recruiters. Recruitment materials should reflect the attitudes and needs of each target group of persons reached by the recruitment messages.
3. Mass media techniques should be designed to reach the most people with the least expense. For example, the production of a 15 minute film on teaching vocational agriculture as a career could cost in excess of $15,000. Therefore, this effective form of media presentation should be broad in scope, and the cost shared by many different geographical areas.
4. Any direct mailing should be designed with a personal interest in the student as the number one priority. Emphasis should be given to the guidelines presented in this narrative.
5. Job opportunities should be a major portion of any information developed.
6. Teacher educators should be instrumental in designing a national recruitment program.
7. Student organizations should be utilized for personal contact with individuals identified as potential teachers, and for information presentations, e.g., "career days".
8. Other factors which should be investigated in the development of a recruitment program are job security, personal satisfaction, working hours, and the image of today's agriculture instructor.

Synopsis of Recruitment Studies prior to 1979

BOUCHER, Leon. Recruitment Requires an Informed Public. Agricultural Education Magazine, April 1975, 47; 225

Major Purpose

What can be done to provide an adequate supply of qualified vocational agriculture teachers?

Objective

To look at the work and results of the Ohio Vocational Commission on recruitment.

Major Findings

Through direct mailing, on a personal interest level, the attendance at department visitation days has increased 500 percent.

Student Agricultural Education Society is used to present a twenty-minute program at each FFA officer training meeting; 1,500 officers attend these meetings.

Direct mailing lists are assembled each year by teacher educators and a personal letter is sent to each student.

Two follow-up letters are sent, one in January and one in May.

Recommendation --- MAJOR ---

All effective communication requires a personal interest approach.

DILLON, Roy, Professor, University of Nebraska Lincoln. Recruitment Gets a Lift from Agribusiness. Agricultural Education Magazine, May 1977, 49; 255

Reported the findings that agricultural business can play a role in recruitment of Agricultural Education students by the use of scholarships. Land-O-Lakes Cooperative is one such company that has provided scholarship through ATP at the University of Nebraska.

DRUESNE, Barry, and ZAVADA, Mary. Reaching Students Effectively: Some Notes on College Mailings College Board Review, Spring 1977, 6, 10.

Main Purpose

Analyze which approaches are most effective in reaching prospective college students through direct mailing.

Major Findings

Student response is higher if they have asked to receive information.

Special mailings are more effective than general mailings.

Materials sent first class produce a higher response.

Editorial and graphic qualities increase response.

Students like to receive personalized mail.

EADDY, Vanik S. Agricultural Teacher Education Recruiting Practices in the Southern Region. Department of Vocational and Adult Education, Auburn University, Auburn, Alabama. Staff Study, March 1974.

Major Purpose

To identify successful agricultural teacher education recruitment practices.

Population

Survey of 38 teacher educators and 14 state supervisors; 59% response.

Objective

To study the success of different recruitment practices in the southern region.

Major Findings

Students are being recruited--just not fast enough.

Recruiting is done primarily on a personal contact basis.

Key personnel must be enthusiastic.

A team approach works best.

Recruiting is typically a teacher education function.

High school students are the primary targets.

The more personal the contact the less use of media.

Students are recruited with the understanding that the program qualifies them for a range of occupations.

Information about employment opportunities and incentives is important as a function of recruiting.

Specific successful activities:

a. Contact with students and parents.

b. Contact through FFA activities, correspondence, telephone calls, while supervising student teachers.

c. Collegiate groups visit schools and speak to candidates.

d. Enthusiastic vocational agriculture teachers.

e. Recruiting stressed in inservice and preservice meetings.

f. Luncheon meetings at post-secondary and university levels.

g. Brochures to teachers, counselors and principals.

h. Agricultural education majors at state FFA conventions and informal exhibits.

FLETCHER, L. W. Teacher and College Student Perceptions of Items Influential in the Decision to Teach Vocational Agriculture. Summary of Research, Oklahoma State University, 1974.

Purpose

Identify and describe self-judgments, influence of selected individuals, and other characteristics which bear on the decision to teach agricultural education.

Population

One hundred thirty-nine individuals; 56 students, 39 less experienced teachers, 44 experienced teachers.

Major Findings

Local vocational agriculture teachers are influential in directing students to teach.

Parents, college instructors, and fellow college students are important in a decision to choose a career.

High school counselors are poorly informed or are not accessible.

The opportunity to work with youth is appealing.

Anticipated salary and opportunity to move into full time farming are not important to people qualifying to teach vocational agriculture.

Observations at fairs, contests, etc., are important.

Teacher educators and state supervisors were not as influential as expected.

Mass media, brochures, and bulletins need to be used more effectively.

GREEN, Herschel and TERRY, Robert. Agricultural Education Student Recruitment; What it Means? How Effective? Oklahoma State University, Agricultural Education Division, AVA, 1976.

Purpose

Provide answers to the following questions: How to proceed with recruitment? What methods to use?

Objectives

Determine the impact of efforts and the nature and extent of involvement of selected organizations.

Determine the impact of efforts, the extent of use and relative degree of emphasis placed upon recruitment by selected groups of people.

Determine the impact of efforts and the extent of use of selected procedures and/or activities upon recruitment efforts.

Populations

Teacher educators, students in agricultural education, state supervisors, state vocational agriculture teachers.

Major Findings

The following items are ranked from most to least important:

According to students enrolled in college, the vocational agriculture teacher has the most influence on recruiting decisions.

The teacher educator is the second most influential person.

Provisions for ready acceptance of transfer work is important.

Flexibility by the college and state in regard to the obtaining of the masters degree.

Agricultural education student visits to prosepective students at selected events.

College scholarships are important.

Recognition of vocational agriculture teachers who have placed students into teaching.

Recruitment by collegiate FFA chapters.

Statewide practices by district supervisors and/or vocational agriculture teacher association.

Major Conclusions and Recommendations

Recruitment efforts by vocational agriculture teachers is the most effective practice.

Use of teacher educators in recruitment can be considered the most extensively employed technique, but not the most effective.

Provision of flexibility for students to obtain some work toward the masters degree is important.

Teacher of Teacher awards are important.

Visiting students are effective.

Scholarships are effective.

Collegiate student organizations as a recruitment tool are effective.

LUFT, Vernon A. and BENDER, Ralph E. The Development of Guidelines for Recruitment Programs in Agricultural Education. Summary of Research, The Ohio State University, 1975.

Purpose

To develop suggested guidelines for recruitment.

Objectives

What methods of recruiting prospective teachers are used by techer educators and state supervisors?

To what extent do recruitment practices and other factors influence university students' selection of curriculum?

How do successful recruitment practices compare with the thoughts of agricultural education students in regard to success?

What sources of recruitment information are available?

Population

100 percent - 50 state supervisors
95.1 percent- 78 teacher educators
80 percent - 373 students

Major Findings

Most state staffs do not have individuals in charge of recruitment.

Enrollment in vocational agriculture (high school) influences majority in agricultural education (college).

People who influence college decisions are parents, high school instructors, college professors, friends.

Recommendations

Every state should conduct a study to obtain data in developing recruitment program.

Supervisors and/or teachers should interview prospective agriculture teacher candidates whenever possible.

List the job opportunities in agricultural education.

Encourage vocational agriculture instructors to recruit their students.

Have as many students active in FFA as possible.

MILLER, Ray E. Recruitment of Students for Agricultural Education Majors. Special Masters Project, The Ohio State University, Columbus, Ohio, 1979.

Objective and Purpose

To assess the reasons why students transfer from Agricultural Education to other fields of study.

Population

39 agricultural education majors; 4 transferees.

Major Findings

Job opportunities, work experience, college courses, and college instruction had considerable to great influence on students' college curriculum choice.

64.1% of the students made their college curriculum choice after they were in college.

Of the 354 recruitment letters mailed in 1977, only 10.98% of the students contacted are currently enrolled in agricultural education at the Ohio State University.

82.1% of the students had one or more years of farm experience.

Students who took vocational agriculture courses in high school were influenced by their vocational agriculture instructor.

69.2% of the students plan to teach vocational agriculture.

Recommendations

College courses are important factors and should provide outstanding agricultural experiences.

Agriculture teachers should develop a positive attitude about their profession and they should assist those students who express an interest in agriculture.

Recruitment letter programs, without the personal touch, should not be used.

Agricultural education faculty should continue to provide quality instruction to help retain students.

Since the job opportunities were the most important influencing factors, efforts should be made to provide active information.

REYNOLDS, Carl and HEMP, Paul E. A Comparison of Agricultural Education Students and Students in Non-Agricultural Education Curricula and Factors Related to Their Curriculum Choice. A Research Report, Division of Agricultural Education, Department of Vocational-Technical Education, College of Education, University of Illinois, Urbana, 1976.

Purpose

To label factors as to why students do not choose agricultural education for a career.

Objective

Assign values to these factors to determine who or what has the most influence on a student when choosing a career.

Population

Students enrolled in agriculture at Illinois State University and the University of Illinois.

Major Findings

Job opportunities--ranks in the considerable to great influence range.

Followed to a lesser degree by courses taken in high school, high school agriculture teacher, college advisor, and college instructor.

From a student's point of view, the major benefits received from teaching agricultural education are (in order of preference): respected image, variety of work, job security, personal satisfaction, good working hours.

Conclusions

There are several factors which may influence students to stay away from teaching. These are: limited knowledge about profession, lack of experience with agriculture programs in high school, inability to perceive agriculture teaching as an ideal occupation.

Recommendations

A recruitment plan is needed to provide quality information to the high school student.

STOCKTON, Jerry. Student Recruitment: Helping Meet National Needs, Agricultural Education Magazine, May 1977, 49; 254-255

Purpose

To describe the use of recruitment teams at Texas Tech.

Population

Various high school students.

Major Findings

Enrollment increased 20% in agricultural education. Freshmen designating agricultural education majors increased from one year to the other.

Conclusions

Volunteer recruitment teams from the FFA or other collegiate student organizations may be effective in recruiting new agricultural education students.

COMMITTEE STUDIES OF CURRENT AND POTENTIAL RECRUITMENT PRACTICES

Recruitment Practices of Teacher Educators and State Supervisors

Dr. Douglas Pals of the University of Idaho, in conjunction with the other committee members, surveyed the head teacher educators and the state supervisors in all 50 states.

The data revealed many interesting things (See Table 1), one of which was the fact that teacher educators and state supervisors do not

agree on whether or not there are planned recruitment procedures for recruiting agricultural education majors in their states.

For those who responded to the questionnaire, the following statements can be made:

1. The most productive recruitment activities identified by teacher educators and state supervisors, in order, were: faculty contacts at the high school; faculty contacts through the FFA; faculty contacts at the junior and community colleges; referrals by vocational agriculture teachers; career days on campus.
2. The most productive recruitment activities identified by only teacher educators were: faculty contacts at the high school; faculty contacts through the FFA; faculty contacts at the junior and community colleges; career day on campus; referrals by vocational agriculture teachers.
3. The most productive recruitment activities identified by only state supervisors were: faculty contacts at the high school; faculty contacts through the FFA; faculty contacts at the junior and community colleges; referrals by vocational agriculture teachers; faculty contacts by the agricultural college programs.

When comparing these data with the review of literature for recruitment of agricultural education majors in this study, it is apparent this study identified the same recruitment devices recognized in other studies. Personal faculty contacts and referrals by vocational agriculture teachers appear to be among the most productive recruitment tools.

The questionnaire also determined the following:

1. The most innovative or creative approaches to recruitment as identified by teacher educators and state supervisors were:

faculty contacts at the high school; newsletters, brochures, slide-tapes; faculty contacts through the FFA; career day on campus; student recruiting at high school.

2. Those approaches identified by teacher educators only were: newsletters, brochures, slide-tapes; faculty contacts at the high school; career day on campus; student recruiting at high school.
3. The approaches identified by state supervisors only were: faculty contacts at the high school; faculty contacts through the FFA; recognition of teachers through awards; faculty contacts at the junior and community colleges; referrals by vocational agriculture teachers.

It is interesting to note that, with two exceptions, the activities named as productive and then named as innovative were essentially the same. The data also showed that the relationship between responses by teacher educators and state supervisors range from slightly significant to not significant.

It appears that the first step toward implementing a successful program of recruitment may be increased communication between teacher educators and state supervisors. When asked whether of not there is a recruitment plan and if so, is it written, the responses varied considerably.

Table 1. Type of Recruitment Plan

Type of Recruitment Program	Teacher Educators and State Supervisors	Teacher Educators	State Supervisors
Written Plan	27%	29%	21%
Plan, but Not Written	50%	54%	43%
No Plan	23%	17%	36%
TOTAL	100%	100%	100%

If the two groups are to work together to recruit agricultural education majors, two ideas should be considered. There should be a written plan for a recruitment program for the state. And the plan should be developed and understood by teacher educators and state supervisors.

It is apparent from this study that there are many activities being conducted to recruit agricultural education majors. Perhaps the most effective method of assisting the individual states would be to investigate the activities considered successful more fully and to share that new knowledge with others for their use.

Table 2. Survey of Recruitment Practices Used by Teacher Educators and State Staff Personnel

Recruitment Practices Utilized	Teacher Educators		State Staff	
	% Productive Practice	% Innovative Practice	% Productive Practice	% Innovative Practice
Contacts				
1. Those having faculty contacts in the high schools	34.5	17.2	28.6	17.9
2. Those having contacts in FFA	20.7	10.3	39.3	10.7
3. Those having contacts in community colleges	22.4	10.3	25.0	7.1
4. Those having contacts in agricultural colleges	10.3	10.3	14.3	3.6
Referrals				
5. Those associated with referrals by vo-ag teachers	19.0	5.2	25.0	7.1
6. Those with referrals by agricultual college faculty	5.9	0.0	0.0	0.0
7. Those with referrals by community college faculty	1.7	0.0	0.0	0.0
8. Those with referrals through interest on standardized tests	1.7	0.0	0.0	0.0

(Table 2, continued)

Recruitment Practices Utilized	Teacher Educators		State Staff	
	% Productive Practice	% Innovative Practice	% Productive Practice	% Innovative Practice
Department Activities				
9. Those with sponsored meals	1.7	0.0	0.0	0.0
10. Those with a career day on campus	22.4	15.5	3.6	0.0
11. Those who maintained a prospect-vacancy list	0.0	1.7	10.7	0.0
12. Those with scholarship-grant funds	13.8	8.6	0.0	7.1
13. Those with seminars with prospective teachers	3.4	1.7	3.6	0.0
14. Those with newsletters, brochures, and slide-tapes	17.2	24.1	10.7	3.6
15. Those with teacher awards	0.0	0.0	0.0	7.1
16. Those with new or specialized program options	1.7	5.2	0.0	3.6
Student Recruitment Activities				
17. Those with students recruiting at high schools	6.9	15.5	0.0	0.0
18. Student recruiting within agricultural colleges	3.4	3.4	3.6	0.0
19. Those with students recruiting at community colleges	1.7	0.0	0.0	0.0
Follow-up Recruitment Activities				
20. Those with follow-up of various contacts	13.8	5.2	7.1	3.6

Recruitment Practices of Vocational Agriculture Instructors

A search of the literature indicated that agricultural education teacher educators and state supervisors had been surveyed numerous times on the recruitment of agricultural education students. However, few attempts have been made to survey the vocational agriculture instructors directly. The literature suggested that the vocational agriculture instructor played an

important role in a student choosing to become a vocational agriculture teacher. Therefore, this straw poll was conducted to determine how vocational agriculture instructors viewed the recruitment of teachers of vocational agriculture.

In a survey of teacher educators and state supervisors conducted during the summer of 1979, the respondents were asked to provide the names and addresses of a minimum of three vocational agriculture instructors who continually had former students enroll in agricultural education curriculums at the state universities.

A stratified random sample was selected to participate in the straw poll from those names provided. Ten names were randomly selected from each of the four regions (Pacific, Southern, North Atlantic and Central). Twenty three (58%) of the forty questionnaires mailed were returned (Table 3).

Table 3. Number of Respondents by Region

Region	Number Mailed	Number Returned	Percent Returned
Pacific	10	7	70
Southern	10	6	60
North Atlantic	10	4	40
Central	10	6	60
TOTAL	40	23	58

The sample of vocational agriculture instructors included in the study had a mean of 18.15 years of teaching experience. The range of 5 to 30 years indicated that the sample included a wide range of teachers by years of experience.

The number of students in their programs may have been misleading. Some of the respondents either included all the students in a multiple

teacher department or the number of students in the total high school. For example, one instructor indicated 400 plus students in the program which probably was a multiple teacher program. Therefore, the mean of 145 students was quite likely high.

The number of former students teaching vocational agriculture (mean of 4.21 per teacher) or enrolled in an agricultural education curriculum (mean of 2.15 per teacher) indicates that the vocational agriculture instructors surveyed, were successful recruiters of students who subsequently entered the vocational agriculture profession. The mean of 2.15 former students enrolled in agricultural education would help in overcoming the teacher shortage if it was the average of all instructors.

The respondents included in the study were asked a series of questions. The data in the following tables have been arranged to indicate how often the respondents mentioned the activity in response to the questions.

Four activities surfaced when instructors were asked what they did to promote agricultural education in their program (Table 4).

Table 4. Activities Utilized to Promote Agricultural Education

Activity	Times Mentioned
Individual Counseling	11
Provide a Strong FFA	8
Tours of Agricultural Colleges and Universities	6
Happy, Satisfied image as a Vocational Agriculture Instructor	5

Other activities mentioned more than once were: showing career films, teaching a unit on careers, setting an example and conducting a good instructional program. Four instructors memtioned they worked with those students who were highly interested in agriculture.

The responses in Table 5 indicates that vocational agriculture instructors felt a good vocational agriculture program with competent instruction influenced students to enroll in agricultural education at their state universities more than any other factor.

Table 5. Key Points that Influence Students to Enroll in Agricultural Education

Key Points	Times Mentioned
Good Vocational Agriculture Program and Instruction	9
Many Different Avenues for Jobs after Graduation	7
Strong FFA Member	5
Interested in Agriculture	5
Guaranteed Job after Graduation	5
Positive Agriculture Instructor Attitude	5

Other activities mentioned were vocational agriculture students participating in university activities, working with young rural people, scholarships, student teachers at their school and the diversity of teaching agriculture.

The vocational agriculture instructors included in the survey were asked to list the concerns students had when they visited with them about becoming a vocational agriculture instructor. Three concerns were mentioned most often by the participants (Table 6).

Table 6. Concerns Students Have about Becoming a Vocational Agriculture Instructor

Concern	Times Mentioned
Long Hours	13
Student Discipline	10
Salary and Benefits	11

Other concerns mentioned were the future of vocational agriculture, the large amount of paperwork, the number of meetings, ability to do college work, the employment opportunities. The committee felt in some of these instances the concerns sounded like instructor concerns voiced through their students. If these are the types of concerns voiced by students or the students' parents or the teachers in general, then the profession needs to work on teacher image.

The respondents were asked to respond to a series of seven questions. The results of these questions are found in Table 7.

Table 7. Vocational Agriculture Instructor Response to Selected Questions

Question	Yes	No
1. Do you work closely with the guidance counselor in your school?	17	6
2. If yes or no, does this influence the number of students electing to become vocational agriculture teachers?	10	12
3. Is your vocational agriculture program a challenging program even to the high academic achievers?	22	1
4. Do you use vocational agriculture students as teacher aides in your program?	17	4
5. When career opportunities are covered in class, is agricultural education a possible career alternative?	23	0
6. Do you serve as a counselor when students are making career and college decisions?	21	2
7. Do you speak highly about teaching vocational agriculture (portray a positive rather than negative feeling to students and parents)?	22	1

The investigators concluded that there were two interesting items surfacing in the preceding table. Vocational agriculture instructors work closely with guidance counselors, however, this fact may not influence the

number of students electing to become vocational agriculture teachers. And the number of "yes" answers (17) indicated that a large number of vocational agriculture instructors were using students as teacher aides in their programs.

Recruitment Potential of Mass Media

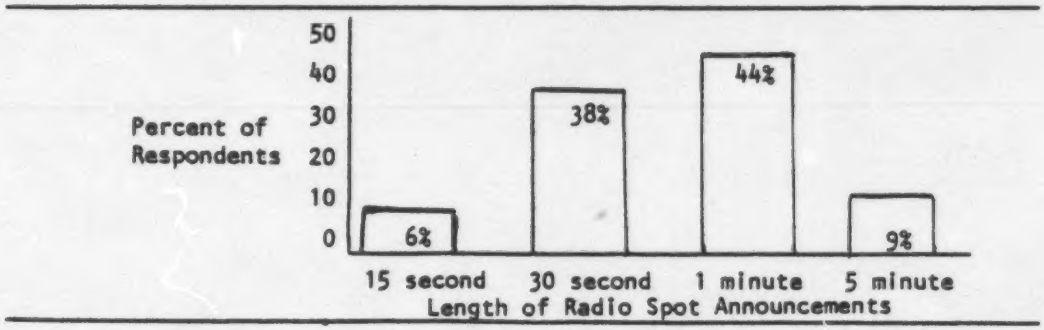
Discussions with advertising and journalism specialists emphasize the desirability of a mass media program that coordinates newspaper, radio, and T.V. presentations. Due to the expense involved in the preparation of mass media materials, surveys were conducted to determine the preferred time lengths of public service announcements (PSA's) of both radio and television stations in the United States.

One hundred radio stations (two randomly selected from each state) were polled to determine their preferences concerning the airing of a spot announcement which would make the public aware of job opportunities in agricultural education. The sample was taken from the 1978 Broadcasters Yearbook, a complete listing of every licensed radio and television station in the United States.

Of the 100 radio stations surveyed 37% responded, and 97% of the respondents indicated they would be able to air a spot announcement.

The preferred maximum time for the spot was one minute (Table 8).

Table 8. Radio Stations
Preferred Time Length of Public Service Announcements

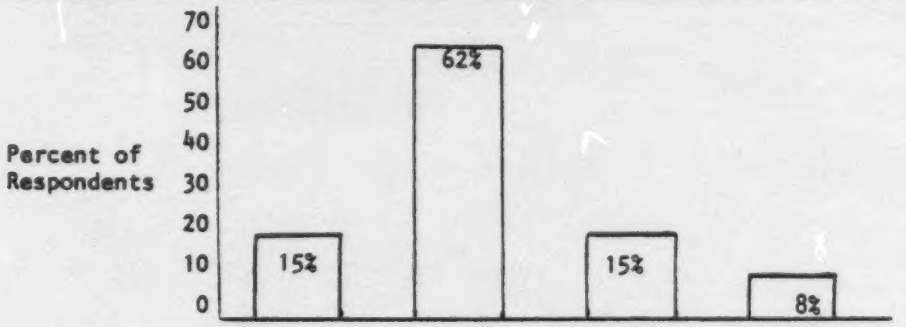


Fifty television stations (one randomly selected from each state) were also polled to determine their preferences concerning the airing of T.V. film spots which would also make the public aware of job opportunities in agricultural education. This sample was also taken from the 1978 Broadcasters Yearbook.

Of the 50 television stations surveyed 30% responded, and 93% of the respondents indicated they would be able to film a spot.

Of five listed time lengths, no station preferred a 15 second film spot (Table 9).

Table 9. Television Stations
Preferred Time Length of Public Service Announcements



The committee recommendation is that several one minute radio and television public service announcements emphasizing the job opportunities in vocational agriculture be developed and disseminated.

CONCLUSIONS

Considering the recruitment-related research reviewed and the findings of surveys conducted by this committee, the committee makes the following conclusions in regard to the recruitment of people into the field of agricultural education:

Conclusion 1: For each state there should be a written recruitment plan developed by and understood by teacher educators and state supervisors.

Conclusion 2: Recruitment programs require a team approach, and the administration of the recruitment efforts should become the responsibility of teacher educators.

Conclusion 3: Recruitment resources should be provided to the vocational agriculture instructor as he or she is the most influential person in the secondary student's choice of an agricultural education career.

Conclusion 4: A good vocational agriculture program and competent instruction will influence students to enroll in agricultural education.

Conclusion 5: Direct information about job opportunities in agricultural education should be provided to parents, college instructors, secondary level counselors, and administrators.

Conclusion 6: Whatever the choice of media utilized, job opportunities and job responsibilities in agricultural education are the most important types of information to be given to students.

Conclusion 7: A recruitment program should be designed to reach different persons of influence: parents, teachers, secondary school counselors, and post-secondary recruiters.

Conclusion 8: Recruitment efforts at any level should utilize personal contact whenever possible.

Conclusion 9: Recruitment efforts should utilize enthusiastic personal contacts.

Conclusion 10: Mass media techniques should be utilized to reach the most people with the least expense.

Conclusion 11: Direct mailing is successful if it is personalized and utilizes good promotional design and delivery techniques.

Conclusion 12: Collegiate youth organizations should be used to facilitate contact between agricultural education majors and secondary students.

Conclusion 13: Recognition should be given to agricultural educators who are successful recruiters.

RECOMMENDATIONS

A tremendous amount of creative work has been evidenced in the recruitment research reviewed by this committee. It is recognized that some states have a well planned recruitment effort currently underway. It is also quite apparent that many states have no organized plan to recruit people for agricultural education.

The responsibility of drawing conclusions from the field of research related to recruitment in agricultural education and the development of a plan to implement the findings of that research was assigned to this ad hoc AATEA committee. Considering the scope of the recruitment situations a state might encounter and the variations in resources available to states to implement a recruitment effort, this committee determined that each state would, in effect, require a specially designed recruitment plan.

The committee developed three model plans which incorporate the major findings and conclusions of the research reviewed and the committee's surveys of current recruitment practices.

Two model plans, a general approach and a specific approach to recruitment, were developed for recruitment efforts targeted at students in secondary institutions. A third model plan, a general approach to recruitment, was developed for recruitment efforts targeted at students at post-secondary institutions.

The model plans are submitted as suggested courses of action that a state could modify into a recruitment effort designed to fully utilize all the resources available to recruit for agricultural education.

The model plans are presented in the following pages.

Model Plan 1

A General Approach

Recruiting from Secondary Institutions

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
1. Establish a departmental recruitment committee.	1. Identify persons to serve on agricultural education recruitment committee to plan and implement the recruitment campaign. Members identified might be: agricultural education staff members, selected Collegiate FFA/Agricultural Education Society officers and selected undergraduates in agricultural education. Other members may represent the college of agriculture administration or other interested persons who might be beneficial in developing and implementing the recruitment program.		
2. Development of Agricultural Education Department brochure.	2. A departmental brochure depicting the benefits of entering the agricultural education profession and the role of the university in training Vo. Ag. teachers should be developed. The format used should be one that is easy to read and small enough to place in a pocket. The brochure should clearly tell the story of agricultural education, the university, and the benefits of entering a career in agricultural education.		
3. Development and distribution of a departmental/Collegiate FFA newsletter.	3. Utilize the monthly Collegiate FFA/Agricultural Education Society newsletter to tell the story of the Vo. Ag. teacher shortage and share activities being conducted in the department and the chapter with the Vo. Ag. departments throughout the state. Encourage local Vo. Ag. teachers to share the news with their high school students.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
4. Distribution of recruitment materials.	4. Information describing the university and the department of Ag. Ed. should be made available to each vocational agriculture department, to parents, and to each guidance counselor in all high schools. The information should be complete with brochures about agricultural education, scholarships available to potential Ag. Ed. majors or from the college of agriculture, and reply cards that could be used to obtain further information from the departmental staff. An effort should be made to provide this information on an annual basis or upon request.		
5. Conduct personal visits.	5. Encourage Ag. Ed. staff members and state supervisors to speak to Vo. Ag. classes during their visits to departments throughout the state. Encourage interested seniors to visit the university campus and spend time in the department of Ag. Ed. with staff members and undergraduates.		
6. Establish Ag. Ed. ambassacor's group.	6. Identify Ag. Ed. graduates and other key personnel throughout the state that could be advised of the program requirements in Ag. Ed., benefits of attending the university, costs involved in preparing to be a Vo. Ag. teacher, and the benefits derived from entering a career in Vo. Ag. Use this ambassador group to make personal visits with potential Ag. Ed. majors, their parents, and/or groups of students living in their area of the state.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
7. Publicize opportunities in Ag. Ed. for transfer and double-major students.	7. Students desiring to transfer into the Ag. Ed. curriculum or double-major in Ag. Ed. and another related field will be encouraged to do so. Staff members will work individually with prospective transfers and double-majors to advise of procedures and requirements for earning an Ag. Ed. degree. Current Ag. Ed. majors and Collegiate FA/Agricultural Education Society members will be available to explain the program from the students' viewpoint. Appropriate transfer and double-major information will be available in departmental brochures.		
8. Publicize the needs of Ag. Ed.	8a. Prepare newspaper articles pertaining to the shortage of Vo. Ag. teachers and distribute to the information service. Utilize Ag. Ed. students in reporting departmental news and Collegiate FFA activities in the state FFA magazine and the major newspapers in the state. Encourage Ag. Ed. students to write articles about the Collegiate FFA/Agricultural Education Society chapter for submission to the National Future Farmer Magazine and/or the Agricultural Education Magazine. b. Develop and distribute 1 minute public service announcements to the radio and television stations. Encourage them to provide as much prime time as possible.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
9. Involve Collegiate FFA/Agricultural Education Society members and Ag. Ed. majors.	9. Ag. Ed. majors and Collegiate FFA/Agricultural Education Society members will be encouraged to provide contacts to potential Vo. Ag. teachers and Ag. Ed. majors on a regular basis. Such contacts can be made through the following activities: prepare a slide presentation depicting the role of a Vo. Ag. teacher and the procedures necessary for preparation; sponsor a recruitment breakfast at the state FFA conference for students with interest in attending the university and majoring in Ag. Ed.;prepare a display for presentation at the state FFA conference, FFA contests or at district conferences depicting the benefits of teaching Vo. Ag. as a career; encourage majors to identify friends who may have an interest in teaching vocational agriculture and conduct a personal visit with those persons to discuss the benefits of teaching Vo. Ag.		
10. Contact the State Farmer Degree recipients.	10. Obtain a listing of the current State Farmer Degree recipients and write a <u>personal</u> letter of congratulation to each. Encourage them to look to Vo. Ag. as a potential career. Impress upon them the opportunities that lie ahead in furthering their association with vocational agriculture and the FFA. Make an effort to contact them before the state FFA contests so that questions might be answered at that time.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
11. Increase Ag. Ed. scholarship opportunities.	11. Identify sources of Ag. Ed. scholarships that might become available to incoming freshmen and Ag. Ed. majors in upper divisions as well. Supply scholarship information to Vo. Ag. departments and to high school counselors.		
12. Issue a state vocational agriculture teachers association impact statement.	12. Encourage the president of the state vocational agriculture teachers association to issue a statement requesting vocational agriculture teachers throughout the state to encourage their students to enroll in agricultural education. Such an impact statement should address the immediate need for enrollment increases in agricultural education to offset the rising demand for vocational agriculture teachers as well as the benefits of beginning a career in agricultural education.		

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Model Plan 2

A Specific Approach

Recruiting from Secondary Institutions

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
1. Generate interest in Ag. Ed. prior to a College Career Conference.	1. Distribute Ag. Ed. promotional brochure to each vo-ag department to coincide with Career Conference Brochure.		
2. Orient State FFA Officers to vo-ag teacher preparation.	2a. Ag. Ed. faculty have lunch with state FFA officers during their September officer meeting. Prepare informal program regarding Ag. Ed. and teacher preparation. b. Provide information packet on Ag. Ed. for each state FFA officer.		
3. Utilize FFA Leadership session to contact potential majors.	3. Provide student representation of the Ag. Ed. Department to attend FFA Leadership session. Coordinate with state FFA Executive Secretary.		
4. Provide information about Ag. Ed. and the teaching profession to FFA members.	4. Publicize Ag. Ed. and the teaching profession in the state FFA Magazine. Contact state FFA Executive Secretary regarding ad space or editorial.		
5. Utilize local agricultural expositions for contacts with potential majors.	5. Provide departmental representatives and appropriate material. Coordinate with College Office.		
6. Recognize local vo-ag teachers for developing potential Ag. Ed. majors.	6a. The introductory Ag. Ed. course instructor to send individual letters of recognition to the local vo-ag teacher of each student in their introductory Ag. Ed. class who was a high school student of vo-ag.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
	6b. Coordinating advisor to send individual letters or recognition to the local vo-ag teacher of each student who declares a major in Ag. Ed.		
7. Enlist the aid of state staff members and others for personal follow-up.	7a. Provide state staff with appropriate information about students in schools which they are scheduled to visit. Follow up with appropriate letters. b. Have staff members provide names of persons interested in Ag. Ed. with whom they have come in contact. Follow up with appropriate letters.		
8. Provide opportunity for high school students to be exposed to Ag. Ed. and the teaching profession	8. Plan, conduct and evaluate Agricultural Career Conferences in selected vocational education planning districts with emphasis on Ag. Ed. and the teaching profession. Secure list of interested students, names and addresses. Follow up with appropriate letters.		
9. Utilize the undergraduate orientation program for contacts with potential majors.	9a. Plan to conduct an exploratory meeting. Secure list of names and addresses of those interested. Involve Collegiate FFA/ Ag.Ed. Society, current teachers, staff, etc. Follow-up with letters to those interested. b. Secure list of those expressing an interest in Ag. Ed. or those undecided from the academic advisors' offices. Follow up with appropriate letters.		

Model Plan 2

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
10. Utilize the State Vocational Assn.'s annual meeting as a forum to distribute information about vo-ag teaching and the status of teacher preparation.	10. Provide departmental representatives to participate in the program for the appropriate divisions.		
11. Provide opportunity for high school students to be exposed to agricultural education and teaching profession.	11. Plan, conduct and evaluate agricultural career conferences in selected vocational education planning districts with emphasis on Ag. Ed. and the teaching profession. Secure list of interested students, names and addresses. Follow up with appropriate letters.		
12. Utilize state FFA judging contest for contacts and visibility.	12. Collegiate FFA/Agricultural Education Society distribute pamphlets at the lunch stand. Provide departmental representatives for personal conferences with interested students.		
13. Utilize the College Office for contacts.	13. Secure names of transfer students from other post-secondary institutions.		
14. Utilize Farm Bureau's annual meeting as a forum for distributing information about teaching and the status of teacher preparation.	14. Vo-ag teaching and teacher preparation should be a topic of discussion for annual meeting and for each council meeting.		
15. Update name file of potential candidates.	15. Contact all teachers of vo-ag for names of potential Ag. Ed. major candidates. Request names of sophomores through seniors. (Distribute sign-up lists at district meetings)		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
16. Utilize College Career Conference for contacts.	16. Provide departmental representatives and appropriate material. Secure list of names and addresses of those interested. Coordinate with college office. Follow up with appropriate letters.		
17. Canvass the introductory Ag. Ed. classes for names of friends who may be interested in an Ag. Ed. major.	17. Introductory Ag. Ed. class instructor circulate list in class for the signing of individuals whom they believe to be interested. Follow up with appropriate letters.		
18. Publicize the vo-ag teaching profession to the general public.	18. Send news releases and/or editorials to county and daily newspapers and agricultural publications.		
19. Provide information about Ag. Ed. and the teaching profession to 4-H members.	19. Distribute printed information through county extension agents.		
20. Maintain contacts with regional campuses for contacts with potential majors.	20. Have list of potential Ag. Ed. candidates forwarded from regional campus counselors for winter quarter.		
21. Utilize freshmen orientation program for contacts with potential majors.	21. Secure list of winter quarter's 1st quarter freshmen from the academic advisors' office of those who have indicated an interest in Ag. Ed. or who are undecided as to a major.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
22. Recognize local vo-ag teachers for developing potential Ag. Ed. majors.	22a. Introductory Ag. Ed. instructor send individual letters of recognition to the local vo-ag teacher of each student in their introductary Ag. Ed. class who was a high school student of vo-ag. b. Coordinating advisor to send individual letters of recognition to the local vo-ag teacher of each student who declares a major in Ag. Ed.		
23. Provide information about Ag. Ed. and the teaching profession to FFA members.	23. Publicize Ag. Ed. in FFA newsletters. Contact State FFA Executive Secretary regarding ad space or editorial.		
24. Canvass Agricultural Education Society for names of friends interested in an Ag. Ed. major.	24. Circulate a sign-up sheet to collect names and addresses of potential majors.		
25. Solicit support for Ag. Ed. scholarship fund from local FFA chapters.	25. Encourage contributions in each monthly issue of state's Ag. Ed. Newsletter.		
26. Provide recognition for donors to Ag. Ed. scholarships.	26. Conduct recognition ceremony for donors at Collegiate FFA/ Agricultural Education Society Annual Banquet.		
27. Utilize the state's Young Farmers Assn's Annual Convention as a forum for distributing information about vo-ag teaching and the status of teacher preparation.	27. Provide departmental representatives to attend annual meeting and make presentation. Also make arrangements for a display.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
28. Utilize the statewide commodity association's annual meeting as a forum to discuss the current vo-ag teacher situation.	28a. Provide the departmental representative for the meeting. Provide needed materials. b. Provide display booth for exhibits area of the convention.		
29. Provide information about Ag. Ed. and the teaching profession to students of demonstrated ability and achievement.	29. Send congratulatory recruitment letters to each student who receives the State FFA Degree. Send congratulatory letter to FFA members who are class valedictorians.		
30. Utilize the state FFA Alumni's Annual Meeting as a forum to distribute information about vo-ag teaching and the status of teacher preparation.	30. Provide departmental representatives to participate on the program. Provide needed materials. Coordinate with state FFA alumni secretary.		
31. Canvass introductory Ag. Ed. classes for names of friends who may be interested in an Ag. Ed. major.	31. Introductory Ag. Ed. class instructor circulate list in class for signing individuals whom they believe to be interested. Follow up with appropriate letters.		
32. Utilize State FFA Convention to contact potential majors and to publicize the teaching profession.	32a. Collegiate FFA/Agricultural Education Society co-sponsor a State FFA Officer Candidate Recognition Luncheon. Provide material for distribution to candidates. Secure names and addresses. Plan and conduct Ag. Ed. related program for the candidate following the luncheon. Follow up with appropriate letters. b. Distribute recruitment materials during the state FFA convention (afternoon session)		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
33. Utilize opportunities to meet with various groups of officers of Ag. Ed. organizations. (YFA, FFA, FFA Alumni, State VATA)	33. Departmental representatives arrange to attend various officer meetings to report to those in attendance about current vo-ag teacher situation, and acquaint them with the process of teacher recruitment and preparation.		
34. Provide information about Ag. Ed. and the teaching profession to FFA members.	34. Provide departmental representatives (student/faculty) to meet with potential majors at FFA camp sessions.		
35. Canvass Ag. Ed. classes for names of friends, etc. who might be interested in Ag. Ed.	35. Ag. Ed. instructors circulate sign up sheet to collect names and addresses of people whom they believe to be interested.		
36. Recognize local Vo. Ag. teachers for developing potential Ag. Ed. majors.	36. Coordinating advisor to send individual letters of recognition to the local Vo. Ag. teacher of each student who declares a major in Ag. Ed.		
37. Utilize Annual Vo-Ag Teachers Conferences to provide information about the status of Ag. Ed. and teacher preparation to local teachers and to enlist their aid in recruiting potential majors.	37a. Provide departmental representative to make brief presentation of facts and current situation. b. Teacher educators will distribute and discuss the utilization of the lesson plan on Ag. Ed. and associated professions with emphasis on the teaching profession. c. Request state recruitment committee to support this project with transparencies. d. Secure list of names and addresses of potential majors. e. Promote use of Ag. Ed. slide/sound program in vo-ag classes. f. Seek findings for special projects.		

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
38. Provide information about Ag. Ed. and the teaching profession to FFA members.	38. Provide departmental representatives (faculty/student) to meet with potential majors at FFA camp sessions.		
39. Publicize the vo-ag teaching profession to the general public.	39. Send news releases and/or editorials to county and daily newspapers and agricultural publications.		
40. Provide financial aid through scholarships for Ag. Ed. majors.	40a. Mail a newsletter to Ag. Ed. alumni and ask for support for the Ag. Ed. Scholarship Fund. b. Contact the State FFA Alumni Council for support of the Ag. Ed. Scholarship Fund. c. Continually remind donors to mark contributions for Ag. Ed. Scholarship Fund. d. Encourage alumni to join the President's Club and indicate Ag. Ed. scholarship. e. Develop appropriate recognition program for donors.		
41. Utilize the State Fair for contacts and visibility.	41. Provide departmental representatives to attend the fair to make contact and distribute literature. Faculty follow up with letters to winners of shows and contests as appropriate.		
42. Prepare factual information about Ag. Ed. and the teaching profession for students who will be involved with pre-teaching visitation experience.	42. Prepare "facts and figures" bulletin about the current vo-ag teacher situation and emphasize some positive aspects of the profession.		

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Model Plan 3

A General Approach

Recruiting from Post-Secondary Institutions

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
1. Establish a post-secondary recruitment advisory committee.	1. Select individuals to serve on an Ag. Ed. recruitment committee who have interests both in Ag. Ed. and in post-secondary institutions. This committee will include post-secondary teachers, counselors, administrators, and students. The committee should also include current Ag. Ed. majors recently recruited from post-secondary institutions.		
2. Develop a transfer agreement with post-secondary institutions.	2a. Contact post-secondary institution counseling offices to discuss and update transfer details. b. Have luncheon meeting with interested counselors to discuss career opportunities in Ag. Ed. and attempt to establish a team concept. c. Encourage counselors to identify students who might be interested.		
3. Meet with post-secondary faculty to present information about the career opportunities and responsibilities in Ag. Ed.	3a. Utilize a slide presentation or movie to rapidly orient the faculty to the scope and depth of the Ag. Ed. career field. b. In four year institutions discuss the advantages of a dual/double major with their department and the Ag. Ed. department.		
4. Develop and disseminate an Ag. Ed. brochure targeted at the transfer/ dual major student.	4a. Develop a brochure targeted to the informational needs and interests of students at post-secondary institutions. Provide transfer information and requirements for a dual major. b. Provide copies of department post-secondary brochures to faculty, counselors, administrators, and students at all post-secondary institutions in the state.		

Model Plan 3

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
5. Utilize "Career Days" for contacts with potential majors.	5. Provide departmental representative and appropriate materials. Secure list of those interested. Coordinate with College Office. Follow up with appropriate letters.		
6. Utilize local media prior to visits at post-secondary institutions.	6a. Provide one minute public service announcements regarding Ag. Ed. to local radio and television stations prior to scheduled visits at a post-secondary institution. b. Utilize editorials and feature articles in local newspapers outlining the career opportunities and responsibilities in Ag. Ed. c. Feature current Ag. Ed. majors in articles to local newspapers.		
7. Maintain personal contacts with faculty and counselors at post-secondary institutions for names of potential Ag. Ed. majors.	7a. Request a list of potential Ag. Ed. candidates each quarter or semester. b. Inform them of special meetings, conferences or activities ocurring on the university campus that may be of interest to them or their students.		
8. Inform post-secondary institution counselors of the opportunities and requirements of Ag. Ed.	8. Have meeting with counselors to discuss the teacher shortage, academic requirements, and experiential requirements.		
9. Provide "On Campus" tours.	9a. Encourage post-secondary students to visit the university. b. Provide Ag. Ed. majors as hosts/tour guides for post-secondary students. c. Encourage Collegiate FFA/Ag. Ed. Society to develop an exchange program with post-secondary institution agricultural club/organizations.		

Model Plan 3

ACTIVITY	ACTION	DATE	PERSON RESPONSIBLE
10. Conduct annual meeting with agriculture faculty of post-secondary institutions.	10a. Update post-secondary faculty on current university Ag. Ed. program. b. Discuss career opportunities for current Ag. Ed. graduates. c. Encourage their support as a member of the Ag. Ed. recruitment team.		
11. Develop an "Orientation to Agricultural Education" course to be offered on post-secondary institution campuses.	11a. Utilize a low credit orientation course to expand contact with post-secondary students. b. Have Vo. Ag. instructors serve as resource people for the course. c. Incorporate field trips to the university as a component of the course.		
12. Utilize the state post-secondary student agricultural organization conference.	12a. Provide department representatives to assist the organization. b. Provide transfer and scholarship information to the students. c. Present Ag. Ed. career opportunities and responsibilities. d. Sponsor a luncheon for students interested in Ag. Ed. as a career.		
13. Expand Ag. Ed. contact with post-secondary institutions.	13a. All Ag. Ed. faculty will schedule time to spend on campuses of post-secondary institutions. b. Encourage local Vo. Ag. teachers to serve as guest speakers to classes and organization meetings at post-secondary institutions. c. Provide state staff members with appropriate information about faculty and students at post-secondary institutions in their region or district.		

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